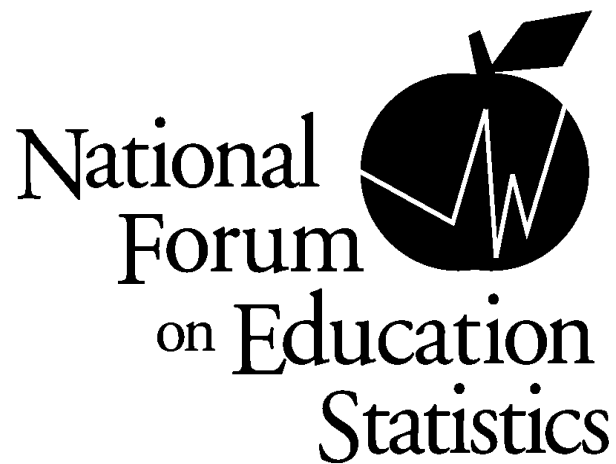


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## **Forum Agenda**

**Washington, DC  
July 22-25, 2001**

**<http://nces.ed.gov/forum>**

**National Center for Education Statistics  
Office of Educational Research and Improvement  
U.S. Department of Education**



## Forum Agenda

**SUNDAY, JULY 22, 2001**

**Pre-Forum Task Force Meetings: Only members of the task forces are requested to attend Sunday and Monday meetings.**

1:30 – 5:00      **Task Force Meetings**

**MONDAY, JULY 23, 2001**

7:30 – 5:00      **REGISTRATION**      Promenade

7:30 – 8:30      **CONTINENTAL BREAKFAST**      East

8:30 – 12:00      **Task Force Meetings**

12:00 – 1:15      **Lunch on your own**  
Steering Committee Working Lunch      Maryland

1:15 – 4:00      **Task Forces Reconvene**

### Training Session .... Early Bird Special .... Bonus Workshop

1:15 – 4:00      Everything You Wanted to Know About the NCES Web Site  
But Were Afraid to Ask  
*Gerald Malitz, National Center for Education Statistics*      Cabinet



3:00 – 3:10      Break      East

4:00 – 6:30      New Members' Orientation      Maryland

East

### E-Mail Café

**8:00- 5:00**





# Forum Agenda

**TUESDAY, JULY 24, 2001**

7:45 – 5:00	<b>REGISTRATION</b>	Promenade
7:45 – 8:30	<b>CONTINENTAL BREAKFAST</b>	East
8:30 – 10:20	<b>Opening Session</b>	Ballroom
8:30 – 8:50	<b>Welcome, Introductions, and Review of Agenda</b> <i>Andy Rogers</i> , Forum Chair Los Angeles Unified School District	
8:50 – 9:20	<b>National Center for Education Statistics Updates</b> <i>Gary Phillips</i> , Acting Commissioner National Center for Education Statistics	
9:20 – 9:50	<b>International Assessments</b> <i>Valena Plisko</i> , Associate Commissioner Early Childhood, International and Crosscutting Studies National Center for Education Statistics	
9:50 – 10:20	<b>National Assessment of Educational Progress (NAEP)</b> <i>Peggy Carr</i> , Associate Commissioner Assessment Division National Center for Education Statistics	
10:20 – 10:35	Break	East
10:35 – 12:00	<b>Standing Committee Meetings</b> National Education Statistics Agenda Committee (NESAC) <i>Kelly Powell</i> , Arizona Department of Education	State
	Policies, Programs and Implementation (PPI) <i>Nicholas Stayrook</i> , Fairbanks Public Schools	South Carolina
	Technology, Dissemination and Communication (TDC) <i>Raymond Yeagley</i> , Rochester School Department	Rhode Island
12:00 – 1:30	<b>Lunch on your own</b>	
1:30 – 4:00	<b>Standing Committees Reconvene</b>	

# Forum Agenda

**TUESDAY, JULY 24, 2001 (cont.)**

3:00 – 3:15	Break	East
4:00 – 5:00	<b>Task Force Briefings</b>	
	Crime, Violence, and Discipline	Rhode Island
	<i>Annette Barwick</i> , Hillsborough County Public Schools	
	<i>William Smith</i> , Sioux Falls School District	
	School Facility Data Elements	Pennsylvania
	<i>Patricia Murphy</i> , Utah State Office of Education	
5:00 – 6:00	Facilities Maintenance	South Carolina
	<i>Roger Young</i> , Haverhill Public Schools	
	Education Finance Handbook Review	Senate
	<i>Linda Champion</i> , Florida Department of Education	
	Technology in Schools	Virginia
	<i>Tom Ogle</i> , Missouri Department of Elementary and Secondary Education	
5:00 – 6:00	<b>Steering Committee Meeting</b>	Pennsylvania

## E-Mail Café

East

**Publication Mailing Service**

**8:00- 5:00**

## Demonstrations

**2:00 – 5:00**



**Room closed for opening session of the National Forum on Education Statistics**



# Forum Agenda

**WEDNESDAY, JULY 25, 2001**

7:30 – 5:00	<b>REGISTRATION</b>	Promenade
7:30 – 8:30	<b>CONTINENTAL BREAKFAST</b>	East
8:30 – 9:30	<b>Standing Committee Meetings</b>	
	National Education Statistics Agenda Committee (NESAC) <i>Kelly Powell</i> , Arizona Department of Education	State
	Policies, Programs and Implementation (PPI) <i>Nicholas Staybrook</i> , Fairbanks Public Schools	Pennsylvania
	Technology, Dissemination and Communication (TDC) <i>Raymond Yeagley</i> , Rochester School Department	Rhode Island
9:40 – 10:40	<b>Closing Session of the National Forum on Education Statistics</b>	Ballroom
	<b>Committee Reports</b>	
	National Education Statistics Agenda Committee (NESAC) <i>Kelly Powell</i> , Arizona Department of Education	
	Policies, Programs and Implementation (PPI) <i>Nicholas Staybrook</i> , Fairbanks Public Schools	
	Technology, Dissemination and Communication (TDC) <i>Raymond Yeagley</i> , Rochester School Department	
	<b>Task Force Reports</b>	
	Crime, Violence, and Discipline <i>Annette Barwick</i> , Hillsborough County Public Schools <i>William Smith</i> , Sioux Falls School District	
	School Facility Data Elements <i>Patricia Murphy</i> , Utah State Office of Education	
	Facilities Maintenance <i>Roger Young</i> , Haverhill Public Schools	
	Education Finance Handbook Review <i>Linda Champion</i> , Florida Department of Education	
	Technology in Schools <i>Tom Ogle</i> , Missouri Department of Elementary and Secondary Education	

# Forum Agenda

**WEDNESDAY, JULY 25, 2001 (cont.)**

**Election of New Officers**

**Other Forum Issues**

10:40 **Adjourn**

10:40 – 11:40 **Steering Committee Meeting**

Pennsylvania

## **E-Mail Café**

East



**Publication Mailing Service  
and Demonstrations  
8:00 – 5:00**

**Room closed for opening session of the Data Conference**





# **STATS-DC 2001**

## **MAKING DATA WORK**

### **Summer Data Conference Agenda**

**Washington, DC**  
**July 25-27, 2001**

<http://nces.ed.gov/conferences>

**National Center for Education Statistics**  
**Office of Educational Research and Improvement**  
**U.S. Department of Education**





# STATS-DC 2001

## MAKING DATA WORK

### Summer Data Conference Agenda

WEDNESDAY, JULY 25, 2001

7:30 – 5:00      **REGISTRATION**      Promenade

7:30 – 8:30      **CONTINENTAL BREAKFAST**      East

#### TRAINING SESSIONS



9:00 – 11:00	<p><b>Common Core of Data: New Coordinator Training</b>  <i>John Sietsema and Beth Young</i>          National Center for Education Statistics  <i>Michael Freeman, Dell Gray, Terri Kennerly, and Julia Naum</i>          U.S. Bureau of the Census</p>	Senate
9:00 – 12:00	<p><b>CCD Fiscal Training</b>  <i>Frank Johnson</i>, National Center for Education Statistics  <i>Eunice Ave and Lawrence MacDonald</i>, U.S. Bureau of the Census</p>	Chinese

12:45 – 1:50      **Opening Plenary Session**      Ballroom

#### **Introduction of Speaker**

*Gary Phillips*, Acting Commissioner  
 National Center for Education Statistics

#### **Accountability: Tsunami, Iceberg, or Opportunity?**

*C. Jackson Grayson, Jr.*, Founder and Chairman  
 American Productivity and Quality Center

# Summer Data Conference Agenda

WEDNESDAY, JULY 25, 2001

## TRAINING SESSIONS



2:00 – 5:00      CCD Non-Fiscal Training      Chinese  
*John Sietsema and Beth Young*  
 National Center for Education Statistics  
*Michael Freeman, Dell Gray, Terri Kennerly, and Julia Naum*  
 U.S. Bureau of the Census

2:00 – 2:50      **Concurrent Session I**

I-A      Schools and Staffing Survey 1999-2000, Part I      Senate  
*Kerry Gruber, National Center for Education Statistics*  
*Dan McGrath and Greg Strizek, Education Statistics Services Institute*

I-B      Property Value and Tax Rate Data Collection      State  
*Lisa Barrow, Federal Reserve Bank of Chicago*

I-C      The Context of Education: Using the Census 2000 and Other      New York  
 Federal Data Sets to Frame Education Issues, Part I  
*Bettie Landauer-Menchik*  
 Education Policy Center at Michigan State University

I-D      Variables Affecting English Learners in Structured English      Rhode Island  
 Immersion After Proposition 227  
*Gustavo Ortiz*  
 Los Angeles Unified School District and University of Southern California  
*Alfredo Tarin and Jimmy Marin, Los Angeles Unified School District*

I-E      Collective Use of Data for Improving Students' Math Achievement      Pennsylvania  
*Renmin Ye, Houston Independent School District*

I-F      ID Required      South Carolina  
*Glynn Ligon and Barbara Clements, Evaluation Software Publishing*  
*David Walsh, New York State Education Department*

2:50 – 3:05      Break

3:05 – 3:55      **Concurrent Session II**

II-A      Schools and Staffing Survey 1999-2000, Part II      Senate  
*Kerry Gruber, National Center for Education Statistics*  
*Dan McGrath and Greg Strizek, Education Statistics Services Institute*

# Summer Data Conference Agenda

**WEDNESDAY, JULY 25, 2001**

3:05 – 3:55	<b>Concurrent Session II (cont.)</b>	
II-B	Visual Display of Education Finance Data <i>Laurence Toenjes</i> , University of Houston <i>William Fowler</i> , National Center for Education Statistics	State
II-C	The Context of Education: Using the Census 2000 and Other Federal Data Sets to Frame Education Issues, Part II <i>Bettie Landauer-Menchik</i> Education Policy Center at Michigan State University	New York
II-D	Spatial Retrieval and Analysis of Public School Data <i>David Jacob</i> , Texas Education Agency	Rhode Island
II-E	NAEP State Profiles: From Theory to Practice <i>Jennifer Manise</i> , Council of Chief State School Officers <i>Janet Baldwin-Anderson</i> , Education Statistics Services Institute <i>Arnold Goldstein</i> , National Center for Education Statistics	Pennsylvania
II-F	Online District Student Test Registration and Precoding <i>Patricia Almond and Kathy Kollasch</i> Oregon Department of Education	South Carolina
3:55 – 4:10	Break	
4:10 – 5:00	<b>Concurrent Session III</b>	
III-A	Update on the NCES Finance Handbook <i>Frank Johnson</i> , National Center for Education Statistics <i>Linda Champion</i> , Florida Department of Education	Senate
III-B	Resource Use and Performance Pressure <i>Jane Hannaway</i> , The Urban Institute <i>Yasser Nakib</i> , George Washington University	State
III-C	School COP: A Free Software Package for Tracking School Incidents and Crimes <i>Thomas Rich</i> , Abt Associates	New York
III-D	NAEP Reporting and Operations: The Latest News! <i>Steven Gorman</i> , National Center for Education Statistics	Rhode Island
III-E	Urban School Education Reform Rubrics and Key Indicator Reports <i>Jason Kim and Linda Crasco</i> , Systemic Research <i>Rolf Blank</i> , Council of Chief State School Officers	Pennsylvania

**WEDNESDAY, JULY 25, 2001**

**E-Mail Café**

East



**Publication Mailing Service  
and Demonstrations  
8:00 – 5:00**



**Room closed for opening session of the Data Conference**





# STATS-DC 2001

## MAKING DATA WORK

### Summer Data Conference Agenda

THURSDAY, JULY 26, 2001

7:30 – 5:00	<b>REGISTRATION</b>	Promenade
7:30 – 8:30	<b>CONTINENTAL BREAKFAST</b>	East
8:30 – 9:30	<b>Concurrent Session IV</b>	
IV-A	Developments in School Finance Adequacy and Equity Cases <i>David Long, Attorney/Consultant</i>	State
IV-B	Schools Interoperability Framework: Achieving Data Quality Across the Enterprise <i>Katherine Clark, Ocoee Middle School</i> <i>Barbara Andrepont, Louisiana Department of Education</i> <i>Barbara Clements, Evaluation Software Publishing</i> <i>Jill Hanson, Chancery Software</i>	New York
IV-C	Common Core of Data <i>John Sietsema, National Center for Education Statistics</i>	Rhode Island
IV-D	Identifying Best Practices: The Value of Longitudinal Data <i>Nancy Smith, Just for the Kids</i>	Pennsylvania
IV-E	School Facilities Inventory System: Ontario, Canada <i>Drew Nameth, Ontario Ministry of Education</i>	South Carolina
IV-F	Designing a Web Site for Kids (or Somewhat Immature Adults) <i>Gerald Malitz, National Center for Education Statistics</i>	Virginia
9:30 – 9:45	Break	

# Summer Data Conference Agenda

**THURSDAY, JULY 26, 2001**

9:45 – 10:45	<b>Concurrent Session V</b>	
V-A	National Evidence on Racial Disparities in School Finance Adequacy <i>Ross Rubenstein, Georgia State University</i>	State
V-B	OSEP/OCR Data Coordination Collaboration <i>Rebecca Fitch, Mary Schifferli, and Judith Holt</i> U.S. Department of Education	New York
V-C	Finding and Using CCD Data <i>Beth Young, National Center for Education Statistics</i> <i>Daniele Beahm, Pinkerton Computer Consultants</i>	Rhode Island
V-D	Enrollment Projections and Applications <i>Allan Doheny, Ontario Ministry of Education</i>	South Carolina
V-E	Title I Allocations and Free-Lunch Eligibility <i>William Sonnenberg, National Center for Education Statistics</i> <i>Paul Strasberg, U.S. Department of Agriculture</i>	Virginia
10:45 – 11:00	Break	
11:00 – 12:00	<b>Concurrent Session VI</b>	
VI-A	Do At-Risk, Minority, and Bilingual Kindergartners Have Access to the Equal Education Resources? <i>William Fowler, National Center for Education Statistics</i> <i>Satoshi Watanabe, American Institutes for Research</i> <i>Molly Soule, Education Statistics Services Institute</i>	State
VI-B	Using OLAP Technology to Create Web-Based Interactive Reports <i>Steve Gabrielson and Levette Williams</i> Georgia Department of Education	New York
VI-C	Beyond the School Report Card: Building the Education Information Resource <i>David Joseph, New Jersey State Department of Education</i> <i>Glynn Ligon, Evaluation Software Publishing</i>	Rhode Island
VI-D	The GED Waiver Program <i>Joan Auchter, American Council on Education</i>	Pennsylvania
VI-E	A Pioneering Partnership: Pennsylvania and Michigan with Standard and Poor's <i>Sheri Rowe, Pennsylvania Department of Education</i> <i>Madhu Anderson, Center for Educational Performance and Information</i> <i>Jonathan Jacobson, Standard &amp; Poor's</i>	South Carolina

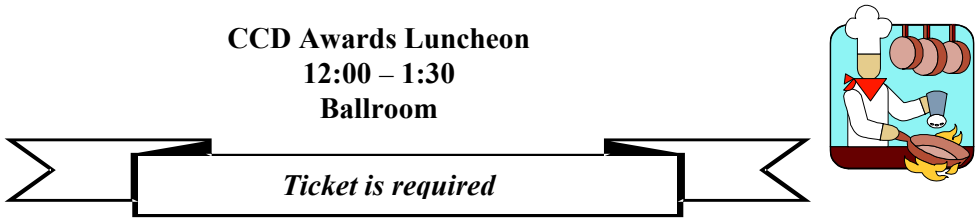
# Summer Data Conference Agenda

**THURSDAY, JULY 26, 2001**

11:00 – 12:00 **Concurrent Session VI (cont.)**  
 VI-F NCES Webapalooza: The Summer Tour Virginia  
*Gerald Malitz, National Center for Education Statistics*

12:00 – 1:30 **Lunch on your own**

**CCD Awards Luncheon**  
**12:00 – 1:30**  
**Ballroom**



*Ticket is required*

*All other participants — lunch on your own*

1:30 – 2:30 **Concurrent Session VII**

VII-A	Getting the Biggest Bang for the Educational Buck <i>Anthony Rolle, North Carolina State University</i>	State
VII-B	Helping Parents Get the School Information They Need <i>Blake Thompson and Victoria Thorp, GreatSchools.net</i> <i>Kelly Powell, Arizona Department of Education</i>	New York
VII-C	California's Academic Performance Index (API): Some Statistical Issues <i>Eric Crane, California Department of Education</i>	Rhode Island
VII-D	Current Developments in Student Privacy <i>Ellen Campbell, U.S. Department of Education</i>	Pennsylvania
VII-E	The Cost of Class Size Reduction: Advice for Policy Makers <i>Robert Reichardt, Mid-continent Research for Education and Learning</i>	South Carolina
VII-F	Why is the Texas Dropout Rate So Low? <i>Nancy Stevens, Texas Education Agency</i>	Virginia

2:30 – 2:45 Break

2:45 – 3:45 **Concurrent Session VIII**

VIII-A	The Housing Market Effects of School Report Cards <i>David Figlio, University of Florida</i>	State
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# Summer Data Conference Agenda

THURSDAY, JULY 26, 2001

2:45 – 3:45	<b>Concurrent Session VIII (cont.)</b>	
VIII-B	Bringing Standards, Data, Knowledge, and Resources Together Usefully to Accelerate School Improvement (Really!) <i>Arie van der Ploeg</i> , North Central Regional Educational Laboratory <i>Dan Robinson</i> , Sligo Computer Services <i>Alane Hartley</i> , Understanding Articulation Quality Assurance, Inc.	New York
VIII-C	Cancelled	Rhode Island
VIII-D	Evaluating School Voucher Experiments: The Case of Washington, DC <i>Patrick Wolf</i> , Georgetown University	Pennsylvania
VIII-E	Oregon's Quality Education Model <i>Doug Kosty</i> , KPMG <i>Brian Reeder</i> , Oregon Department of Education	South Carolina
VIII-F	Using Student Level Data in Dropout Prevention <i>Robert Jones</i> , Oregon Department of Education	Virginia
4:00 – 5:00	<b>Concurrent Session IX</b>	
IX-A	Social Promotion and Grade Retention: What Are the Costs and Benefits? <i>Dan Goldhaber</i> , The Urban Institute <i>Eric Eide</i> , RAND	State
IX-B	From Data Warehouse to Academic Intervention: It's Real <i>Ronald Streeter and Shawn Bay</i> , eScholar <i>Anne Marie Tryjankowski</i> , Buffalo Public Schools	New York
IX-C	Cancelled	Rhode Island
IX-D	OCIO Enterprise Information Management Activities: Round Two <i>Arthur Graham</i> , U.S. Department of Education <i>Barbara Clements and Glynn Ligon</i> Evaluation Software Publishing	South Carolina

**THURSDAY, JULY 26, 2001**

**E-Mail Café**

East



**Publication Mailing Service  
and Demonstrations  
8:00 – 5:00**







# STATS-DC 2001

## MAKING DATA WORK

### Summer Data Conference Agenda

FRIDAY, JULY 27, 2001

7:30 – 11:00	<b>REGISTRATION</b>	Promenade
7:30 – 8:30	<b>CONTINENTAL BREAKFAST</b>	East
8:30 – 9:30	<b>Concurrent Session X</b>	
X-A	Assessing the Financial Condition of Public School Districts: Some Tools of the Trade <i>Dean Michael Mead, Governmental Accounting Standards Board</i>	State
X-B	Appropriate Protection for Data Collections and the Technology Tools that “Make Data Work” <i>Dennis Carey, Oregon State University</i>	New York
X-C	The Nexus Between School and Municipal Boundaries: Fiscal Connections <i>Seymour Sacks, Consultant to U.S. Department of Housing and Urban Development</i> <i>George Palumbo, Canisius College</i>	Rhode Island
X-D	NAEP Web Redesigned! Feedback Needed <i>Nada Ballator and Emily Diggins</i> Education Statistics Services Institute	Pennsylvania
X-E	Defining the Missing Link of Education Data: The Formation of the NCES Institutional Handbook <i>Oona Cheung and Jinhee Lee, Council of Chief State School Officers</i> <i>Barbara Clements, Evaluation Software Publishing</i> <i>Beth Young, National Center for Education Statistics</i>	South Carolina

# Summer Data Conference Agenda

**FRIDAY, JULY 27, 2001**

8:30 – 9:30	<b>Concurrent Session X (cont.)</b>	
X-F	Data Exchange Among Educational Stakeholders in the K-12 Environment, Part I <i>Rob Bowell, PricewaterhouseCoopers</i> <i>Brenda Barker, Wake County Public Schools</i> <i>Archie Cowan, North Carolina Department of Public Instruction</i>	Virginia
9:45 – 10:45	<b>Concurrent Session XI</b>	
XI-A	Online Access to State Finance Formulas and District Expenditures <i>Stephen Smith, National Conference of State Legislatures</i>	State
XI-B	The Condition of Education, 2001 <i>John Wirt and Patrick Rooney, National Center for Education Statistics</i> <i>Stephen Provasnik and Satoshi Watanabe, American Institutes for Research</i>	New York
XI-C	ONLINE Data Extractor for Common Core of Data <i>Carl Schmitt and John Sietsema, National Center for Education Statistics</i>	Rhode Island
XI-D	Turning Data into Information <i>John Thompson, Buffalo State College</i>	Pennsylvania
XI-E	The Virginia Car Tax Elimination: An Analysis of A Campaign Promise <i>Richard Salmon, Virginia Tech University</i>	South Carolina
XI-F	Data Exchange Among Educational Stakeholders in the K-12 Environment, Part II <i>Rob Bowell, Pricewaterhouse Coopers</i> <i>Brenda Barker, Wake County Public Schools</i> <i>Archie Cowan, North Carolina Department of Public Instruction</i>	Virginia

## E-Mail Café

East



**Publication Mailing Service**  
8:00 - 10:00







# **STATS-DC 2001**

**MAKING DATA WORK**

## **Summer Data Conference Demonstration Descriptions**

**Washington, DC  
July 25-27, 2001**

**National Center for Education Statistics  
Office of Educational Research and Improvement  
U.S. Department of Education**



## Demonstration Descriptions

<b>ALL DEMONSTRATIONS ARE IN THE EAST ROOM</b>
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Tuesday, 2:00 – 5:00 Wednesday, 8:00 – 5:00 Thursday, 8:00 – 5:00
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<b>Online Access to State Finance Formulas and District Expenditures</b>
--

*Stephen Smith*, National Conference of State Legislatures

The National Conference of State Legislature's (NCSL), National Center on Education Finance (NCEF) is in the process of creating a Web-enabled searchable database on state school finance formulas and district expenditures. The Web site will have the most current school finance formulas used in each state along with the most up-to-date expenditures. Users will be allowed to search on a number of criteria or at the individual state level. Steve Smith (Manager of the NCEF) will provide a demonstration of the new system.

<b>School Facilities Inventory System: Ontario, Canada</b>
--

*Francesco Chu, Steven Clarke, Lygia Dallip, Mary Iannaci, Christie Kapos, Jarrett Laughlin, and Drew Nameth*, Ontario Ministry of Education

The School Facilities Inventory System (SFIS) captures detailed information regarding the physical characteristics, operating costs, condition and parental satisfaction with 5,000 schools in Ontario, Canada. It is used to determine capital grants and demonstrate appropriate accountability for public funds used for pupil accommodation. The SFIS is a "live" fully operational, Web-based system which collects data from district school boards and from individual schools, and makes this information available to the general public via the Internet. The SFIS has helped make the funding model more transparent, and dramatically improve the way district school boards and the Ministry of Education interact.

## Demonstration Descriptions

### **Winning Support for Facilities/Program Bonds: Success Through Planning, not Luck!**

*Emile Bloemen, VFA*

School districts must gain consensus and buy-in from voters, school administrators and local and state governments to successfully pass bonds. Gaining community support from such parties is not a simple task, but it can be facilitated by means of facility condition assessment and data reporting methods that clearly articulate why funds are needed for building maintenance and where resources will be best used. This session will examine the advanced building assessment strategies and technologies implemented by school districts nationwide to sway community support toward funding for construction and renovation plans. School officials and administrators must be able to demonstrate up-to-date and detailed data on each individual district facility for accurate cost analysis, budget development and resource distribution. Furthermore, the presenter will explore how in-depth reporting and proactive information management and analysis can help school districts avoid legal disputes, like those currently facing 19 states.

### **eScholar: The Answer is Learning**

*Ronald Streeter, Shawn Bay, and Eric Johnson, eScholar*

eScholar is the leading data warehouse for K-12 education. School districts use eScholar to gather and integrate all the information used to track and analyze performance, allowing administrators and other authorized individuals to use this information to make data driven decisions. eScholar tracks data at the most granular level—the individual student or teacher—in order to provide “drill down” capabilities fundamental to assessment and accountability. The eScholar Data Warehouse can capture and report on a wide range of important domains of data including student demographics, bus routes, neighborhood mapping, staff demographics, student grades, standardized test results (including individual item results), student and staff attendance, discipline, and many others. The eScholar Data Warehouse is licensed to school districts and their technology centers in 6 states serving over 700,000 students. Please stop by for a demonstration. For more information, visit <http://www.escholar.com>.

### **Visual Display of Education Finance Data**

*Laurence Toenjes, University of Houston*

This presentation will demonstrate methods to display the quantitative results of education finance data and analyses. These visual displays are a significant improvement to communicating the results of education finance research to the education finance community, policymakers, and the public.



# **STATS-DC 2001**

## **MAKING DATA WORK**

### **Summer Data Conference Session Descriptions**

**Washington, DC  
July 25-27, 2001**

**National Center for Education Statistics  
Office of Educational Research and Improvement  
U.S. Department of Education**



## Session Descriptions

WEDNESDAY, JULY 25, 2001

### Keynote Speech: Accountability, Tsunami, Iceberg, or Opportunity

Wednesday, July 25, 12:45-1:50

*C. Jackson Grayson*, American Productivity and Quality Center

Dr. Grayson is the Founder and Chairman of the 20-year-old nonprofit American Productivity and Quality Center (APQC) in Houston, Texas. He has a doctorate from Harvard University, with a dissertation on the use of statistical decision theory — data, probabilities, and utility theory — to decisions under uncertainty. In his career, Dr. Grayson has held professorships at Harvard, Stanford, Tulane, Southern Methodist University (SMU), International Institute for Management Development, and European Institute of Business Administration. He has been Dean of two business schools—SMU and Tulane. He was also Chairman of the Price Commission during the Nixon administration price controls, an FBI agent, a farmer, a newspaper reporter, a pilot and sky diver, and the author of numerous articles and four books, the latest being, *If Only We Knew What We Know*. In addition, Dr. Grayson is a CPA.

Accountability creates pressures, danger, and opportunity for the use of data to improve student achievement. Most of the focus will be on identifying, collecting, and organizing data. These are very important, but they are not sufficient. Equal emphasis must be given to sharing, transfer, and implementation not only of data, but also information and knowledge.

Business, healthcare, and government have gone through their own crises and change over the past 20 years, and Dr. Grayson will share some of the concepts and techniques they have used, and still are using: Total Quality, Benchmarking, Knowledge Management, Knowledge Sharing, and Communities of Practice.

<b>CONCURRENT SESSION I: WEDNESDAY, JULY 25</b>
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<b>Schools and Staffing Survey 1999-2000, Part I</b>
--

<b>Senate</b>
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**Session I-A****Wednesday, July 25, 2:00-2:50***Kerry Gruber*, National Center for Education Statistics*Dan McGrath and Greg Strizek*, Education Statistics Services Institute

The Schools and Staffing Survey is the nation's largest sample survey of America's public and private schools and their teachers and principals. It involved 14,000 schools and more than 75,000 teachers in school year 1999-2000. It also provides data about public school districts, schools, principals, and teachers at both the national and state levels. It also provides data about private schools at the national and affiliation levels. In addition, the survey includes all charter schools open in the 1998-1999 school year and all Bureau of Indian Affairs (BIA) schools. A new Electronic Codebook (ECB) will be demonstrated as well as the SASS Web site.

<b>Property Value and Tax Rate Data Collection</b>
--

<b>State</b>
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**Session I-B****Wednesday, July 25, 2:00-2:50***Lisa Barrow*, Federal Reserve Bank of Chicago

A nationwide collection of property values and tax rates is potentially a very rich source of data for researchers in education and in public finance. More generally, this information can address questions about the funding of one of our most important public goods. This paper describes the authors' experience with collecting these data, discusses the many challenges, both conceptual and practical, of collecting these data, and documents state sources for these data.



## Session Descriptions

WEDNESDAY, JULY 25, 2001
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<b>The Context of Education: Using The Census 2000 and Other Federal Data Sets to Frame Education Issues, Part I</b>
--

<b>New York</b>
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### **Session I-C**

**Wednesday, July 25, 2:00-2:50**

*Bettie Landauer-Menchik*, Education Policy Center at Michigan State University

The Census of Population and Housing, the Regional Economic Information System, and other federal datasets are invaluable resources for understanding the dynamics of a school building and a school district. This workshop will explore in depth the social, demographic, housing, economic, and education data that are reported by federal agencies and other organizations. The Census 2000, now available on the Internet, can be used for profiles of a school. This workshop will demonstrate how the Census and other data can be used for data driven decision-making, down to a school level. Bring a calculator with you; this will be a hands-on workshop!

<b>Variables Affecting English Learners in Structured English Immersion After Proposition 227</b>
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<b>Rhode Island</b>
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### **Session I-D**

**Wednesday, July 25, 2:00-2:50**

*Gustavo Ortiz*, Los Angeles Unified School District and University of Southern California  
*Alfredo Tarin and Jimmy Marin*, Los Angeles Unified School District

English Language Learners (ELLs) in California schools have been taken through tremendous changes in English language development programs implemented as a response to the English Only initiative known as Proposition 227. Located in South Central LA and Watts, Local District 1 has a 73 percent Hispanic and 26.5 percent African American student population. An examination of the effectiveness of the Structured English immersion program being implemented at Local District 1 (part of LAUSD) will be made taking into account variables which affect student achievement. We will examine variables such as the student's SES, teacher and administrator experience and credentialing as they affect the achievement of ELLs on the Stanford 9 and Language Assessment Scales exam used to "redesignate" students to Fluent English Proficient Status. We will also examine the effectiveness of ELLs' student portfolios based on the CA English Language Development Standards. A statistical analysis will be made of variables that affect ELLs and their interactions with non-standard English Speakers of African American and Hispanic descent.

## Session Descriptions

WEDNESDAY, JULY 25, 2001
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Collective Use of Data for Improving Students' Math Achievement
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Pennsylvania
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### Session I-E

**Wednesday, July 25, 2:00-2:50**

*Renmin Ye*, Houston Independent School District (ISD)

Houston ISD collects data from a hundred schools for accountability purposes every year. These data can be used to analyze student achievement, and help administrators, teachers, and students to improve effects. This study introduces a mathematics project in Houston ISD. We analyzed students' math achievement by student's grade, gender, ethnicity, academic programs, and current developing trends, and effects of teachers and school factors on math achievement. The project has gotten meaningful results and several papers were presented in national and local conferences. We hope to learn, discuss and exchange information and ideas about data application in this session.

ID Required
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South Carolina
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### Session I-F

**Wednesday, July 25, 2:00-2:50**

*Glynn Ligon and Barbara Clements*, Evaluation Software Publishing  
*David Walsh*, New York State Education Department

A panel will define issues in detail and describe alternate solutions from experiences with current statewide and local student identifier systems. Options for creating numbers, methods for assigning them, systems for finding them when students move, and ways to correct errors will be covered. The panel will describe how to maintain individual student records at a state level without keeping personally identifiable data and still allow for linking of records across years, across programs, and across assessments. Opinions will abound regarding confidentiality and legal issues. Empathy for schools with old software will surface. Anecdotes will be allowed.

## Session Descriptions

<b>WEDNESDAY, JULY 25, 2001</b>
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<b>CONCURRENT SESSION II: WEDNESDAY, JULY 25</b>
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<b>Schools and Staffing Survey 1999-2000, Part II</b>
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<b>Senate</b>
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**Session II-A**

**Wednesday, July 25, 3:05-3:55**

**See Session Description I-A**

<b>Visual Display of Education Finance Data</b>
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<b>State</b>
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**Session II-B**

**Wednesday, July 25, 3:05-3:55**

*Laurence Toenjes, University of Houston*

*William Fowler, National Center for Education Statistics*

This presentation will demonstrate methods to display the quantitative results of education finance data analyses. These visual displays are a significant improvement to communicating the results of education finance research to the education finance community, policymakers, and the public.

<b>The Context of Education: Using The Census 2000 and Other Federal Data Sets to Frame Education Issues, Part II</b>
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<b>New York</b>
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**Session II-C**

**Wednesday, July 25, 3:05-3:55**

**See Session Description I-C**

## Session Descriptions

WEDNESDAY, JULY 25, 2001
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<b>Spatial Retrieval and Analysis of Public School Data</b>
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<b>Rhode Island</b>
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### **Session II-D**

**Wednesday, July 25, 3:05-3:55**

*David Jacob*, Texas Education Agency

The Texas Education Agency is implementing an Internet Map Server to enhance online access to district and school data. This service will add a spatial dimension to existing interactive searches for the Academic Excellence Indicator System (AEIS) and other reports. With standard Web browsers and no additional plug-ins, users will be able to search for district and school reports through a map interface. Users will also be able to retrieve data on multiple districts based on geography or other criteria. District officials will be able to submit changes to school district boundaries and school locations online. In addition to a demonstration, issues regarding implementation, data quality, data maintenance, and metadata will be discussed.

<b>NAEP State Profiles: From Theory to Practice</b>
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<b>Pennsylvania</b>
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### **Session II-E**

**Wednesday, July 25, 3:05-3:55**

*Jennifer Manise*, Council of Chief State School Officers  
*Janet Baldwin-Anderson*, Education Statistics Services Institute  
*Arnold Goldstein*, National Center for Education Statistics

The NAEP State Profiles Project is the result of a partnership with NCES and CCSSO to better inform the release of NAEP data. The profiles, which require no additional data collection, combine data from several surveys of states, including the Annual Survey of Student Assessment Programs, State Education Indicators – Title I, CCSSO Directory of Education Agencies, and Key State Policies on K-12 Education. The goal of the database is to provide information in a concise profile format without requiring additional data collections. Federal reactions, uses of the information, and plans for the future will also be discussed.

## Session Descriptions

WEDNESDAY, JULY 25, 2001
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Online District Student Test Registration and Precoding
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South Carolina
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### Session II-F

**Wednesday, July 25, 3:05-3:55**

*Patricia Almond and Kathy Kollasch, Oregon Department of Education*

The Oregon Department of Education has established a Web-based system for communicating with school districts regarding statewide, large-scale assessment. A primary focus has been to improve data integrity during the data collection phase of state testing. Expected benefits of collecting higher quality data were improved quality of processing, analyzing, and reporting student achievement to districts, the state board, and the public. This presentation will describe results of a Secure Student ID data collection aligned with Oregon's Technology Enhanced Student Assessment, a computer-administered large-scale assessment system and paper-and-pencil pre-coding process.

CONCURRENT SESSION III: WEDNESDAY, JULY 25
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Update on the NCES Finance Handbook
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Senate
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### Session III-A

**Wednesday, July 25, 4:10-5:00**

*Frank Johnson, National Center for Education Statistics*  
*Linda Champion, Florida Department of Education*

Work is almost over on revising the classic "Financial Accounting for Local and State School Systems." This session will give a progress report on the manual, describe how new topics and reporting requirements are addressed, and outline the schedule for final review and publication.

## Session Descriptions

WEDNESDAY, JULY 25, 2001
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Resource Use and Performance Pressure
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State
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### Session III-B

**Wednesday, July 25, 4:10-5:00**

*Jane Hannaway*, The Urban Institute

*Yasser Nakib*, George Washington University

This presentation is based on an analysis of the Common Core of Data (CCD) to identify how trends in the allocation of financial resources and staff have been affected by performance pressure on student achievement. The national picture is presented along with a comparison of states with highly developed accountability systems.

<b>School COP: A Free Software Package for Tracking School Incidents and Crimes</b>
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<b>New York</b>
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### Session III-C

**Wednesday, July 25, 4:10-5:00**

*Thomas Rich*, Abt Associates

This presentation will discuss School COP, a free software application that school administrators and safety officials can use to enter, analyze, and map crimes and incidents occurring in and around schools. The application's data model complies with the recommendations of the National Forum on Education Statistics Crime, Violence and Discipline Reporting Task Force. The U.S. Department of Justice's National Institute of Justice provided funding to develop the application. Copies of the School COP CD will be available at the presentation.

## Session Descriptions

<b>WEDNESDAY, JULY 25, 2001</b>
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<b>NAEP Reporting and Operations: The Latest News!</b>
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<b>Rhode Island</b>
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### **Session III-D**

**Wednesday, July 25, 4:10-5:00**

*Steven Gorman*, National Center for Education Statistics

NAEP is about to release the NAEP 2000 mathematics results in a totally new format on the Web. This innovative format will make NAEP data accessible to novice researchers, and enable more advanced researchers to run online procedures that formerly required proprietary data analysis software. This and even more changes may be occurring for NAEP 2002 and 2003. This session will update you with the latest information and answer any questions you may have, as well as describing the new data tool.

<b>Urban School Education Reform Rubrics and Key Indicator Reports</b>
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<b>Pennsylvania</b>
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### **Session III-E**

**Wednesday, July 25, 4:10-5:00**

*Jason Kim and Linda Crasco*, Systemic Research  
*Rolf Blank*, Council of Chief State School Officers

This session will present a summary of a three-year evaluative study of the National Science Foundation's Urban Systemic Initiative (USI) program focusing on student achievement and the teaching and learning infrastructure in 21 urban school districts. An inferential causal model linked outcome key indicators to the qualitative policy rubrics to confirm the theory of systemic reform based on systemic drivers—policy support, standards-based curriculum, instruction and assessment, professional development, partnerships and leadership, resources, and achievement of ALL students. The Key Indicator Data System (KIDS) was developed and implemented to compile both quantitative outcome (K-1) and qualitative rubric (K-2) data for the longitudinal analysis.





## Session Descriptions

THURSDAY, JULY 26, 2001
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CONCURRENT SESSION IV: THURSDAY, JULY 26
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Developments in School Finance Adequacy and Equity Cases
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State
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### Session IV-A

Thursday, July 26, 8:30-9:30

*David Long, Attorney/Consultant*

This presentation will discuss recent developments in school finance cases that seek greater adequacy and equity of educational opportunities in the financing of public schools. It will focus on the legal and factual bases for these cases, differences and similarities between adequacy and equity cases, and the extent to which recent cases strike out in new directions or reflect enduring themes in school finance litigation.

Schools Interoperability Framework: Achieving Data Quality Across the Enterprise
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New York
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### Session IV-B

Thursday, July 26, 8:30-9:30

*Katherine Clark, Ocoee Middle School*  
*Barbara Andrepont, Louisiana Department of Education*  
*Barbara Clements, Evaluation Software Publishing*  
*Jill Hanson, Chancery Software*

This session will focus upon the promise that the Schools Interoperability Framework (SIF) initiative offers to efficiently provide timely, accurate, and comparable information about education to all levels of the enterprise. In addition to learning all about the SIF initiative, participants will hear how use of the SIF data standards and enabling tools can improve data quality at the building, district, state, and federal levels.

## Session Descriptions

THURSDAY, JULY 26, 2001
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Common Core of Data
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Rhode Island
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### Session IV-C

**Thursday, July 26, 8:30-9:30**

*John Sietsema*, National Center for Education Statistics

This session is for both new and experienced CCD coordinators. NCES and Census staff working with CCD will cover both content and technical issues related to the data collection process and ways in which states can benefit from participating in and using the CCD data system.

Identifying Best Practices: The Value of Longitudinal Data
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Pennsylvania
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### Session IV-D

**Thursday, July 26, 8:30-9:30**

*Nancy Smith*, Just for the Kids

Using longitudinal data, Just for the Kids has developed a model that compares a school's performance on an outcome indicator with the performance of the highest-performing comparable schools, which serve equally or more challenging student populations. The comparison helps educators identify ways to better serve their students. This presentation will feature the JFTK model and highlight the benefits of collecting longitudinal data at the student level.

School Facilities Inventory System: Ontario, Canada
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South Carolina
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### Session IV-E

**Thursday, July 26, 8:30-9:30**

*Drew Nameth*, Ontario Ministry of Education

The School Facilities Inventory System (SFIS) captures detailed information regarding the physical characteristics, operating costs, conditions, and parental satisfaction with 5,000 schools in Ontario, Canada. It is used to determine capital grants and demonstrate appropriate accountability for public funds used for pupil accommodation. The SFIS is a "live," fully operational, Web-based system which collects data from district school boards and from individual schools, and makes this information available to the general public via the Internet. The SFIS has helped make the funding model more transparent, and dramatically improve the way district school boards and the Ministry of Education interact.

## Session Descriptions

THURSDAY, JULY 26, 2001
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<b>Designing a Web Site for Kids (or Somewhat Immature Adults)</b>
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<b>Virginia</b>
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**Session IV-F**

**Thursday, July 26, 8:30-9:30**

*Gerald Malitz*, National Center for Education Statistics

How can you make a government Web site, let alone one from a statistical agency, interesting for kids? Why do they keep returning? Come and learn from the successes of the NCES Students' Classroom. Experience some of the reasons why this site has become popular and why it continues to increase in traffic.

<b>CONCURRENT SESSION V: THURSDAY, JULY 26</b>
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<b>National Evidence on Racial Disparities in School Finance Adequacy</b>
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<b>State</b>
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**Session V-A**

**Thursday, July 26, 9:45-10:45**

*Ross Rubenstein*, Georgia State University

This paper demonstrates the use of the Odden-Picus Adequacy Index as a starting point to examine differences in adequacy among the 50 states and the District of Columbia and to explore racial disparities in adequacy within states. Using the national median of per pupil spending as the estimate of an adequate funding level, I find that additional spending of approximately \$14-16 billion is needed to raise all districts in the country to the current national median. The most consistent disparities across states are regional, even when differences in the cost of education and student needs are taken into account. Adequacy index values are only weakly related to the proportion of African-American students in a state, but strongly negatively related to the percentage of minority students. Inter-state racial disparities are generally greater than intra-state disparities, however. The results suggest that efforts to bring all districts up to the median would need to be heavily targeted to specific states and districts.

## Session Descriptions

THURSDAY, JULY 26, 2001
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OSEP/OCR Data Coordination Collaboration
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New York
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### Session V-B

**Thursday, July 26, 9:45-10:45**

*Rebecca Fitch, Mary Schifferli, and Judith Holt, U.S. Department of Education*

This session provides an opportunity to learn more about the Office of Special Education (OSEP)/Office for Civil Rights (OCR) Data Coordination Initiative. OSEP and OCR both collect data regarding students with disabilities. Beginning in 2002, states will have the option of providing data to both offices through a single joint data collection. This session is for states that are interested in participating in a 2002 joint collection and others who are interested in learning more about the collaboration.

Finding and Using CCD Data
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Rhode Island
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### Session V-C

**Thursday, July 26, 9:45-10:45**

*Beth Young, National Center for Education Statistics*  
*Daniele Beahm, Pinkerton Computer Consultants*

The Common Core of Data (CCD) provides users with information on public elementary and secondary schools and districts each year. This session will explore the different ways of finding and using CCD data files and reports on the NCES Web site. We will also demonstrate CCD data tools on the Web site, CD-ROM, and in developmental form. Come find out where to find CCD data, how to manipulate them, and provide feedback for future CCD tools.

Enrollment Projections and Applications
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South Carolina
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### Session V-D

**Thursday, July 26, 9:45-10:45**

*Allan Doheny, Ontario Ministry of Education*

There are currently over 2 million students enrolled in the Province of Ontario's publicly funded schools, supported by over \$13.8 M in provincial grants and property tax revenue.

For any jurisdiction, projected enrollment growth is a key factor in the analysis of education policy and in financial and operational planning. For this reason, the staff of the Ontario Ministry of Education's Finance Policy Branch have investigated a number of enrollment projection models. These models include:

- Survival/retention models
- Demographic/participation rate models
- Advancing participation rate models
- Hybrid models

Based on this research, the ministry is anticipating that, over the remainder of the decade, enrollment growth will depart dramatically from historical patterns. While most school boards experienced strong enrollment growth over the last decade, within 4 years 50 of Ontario's 72 boards are expected to face declining enrollment. The contrast will be greatest for elementary enrollment, which grew by 11 percent during the 1990s and is now projected to fall by approximately 8 percent by 2010.

To date, the central focus of the analysis has been to support the Ministry's business planning process and, in turn, the government's overall fiscal plan; however, the research also has several other applications. For example, the Ministry's enrollment forecast was an important input to analysis provided to a working group advising the government on teacher supply and demand. In the 1990s, enrollment growth contributed to a rising demand to hire new teachers; this rising demand was also generated by the need to replace an increasing number of retirees. However, as annual teacher retirements level off over the next few years and enrollment starts to decline, total demand to hire teachers is expected to fall gradually.

<b>Title I Allocations and Free-Lunch Eligibility</b>	<b>Virginia</b>
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**Session V-E**

**Thursday, July 26, 9:45-10:45**

*William Sonnenberg*, National Center for Education Statistics

*Paul Strasberg*, U.S. Department of Agriculture

This presentation will provide a brief overview of the Title I allocation process, focusing on the use of CCD data. We will then present an analysis of the current year's allocation calculations, including insights into the recalculation of the poverty data by LEA. Next, we will present an overview of the School Lunch program, with specific emphasis on how the lunch eligibility count is used in Title I sub-LEA allocations. Finally, we will present information on possible problems associated with the use of the lunch data for such purposes as Title I sub-allocations.

## Session Descriptions

THURSDAY, JULY 26, 2001
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CONCURRENT SESSION VI: THURSDAY, JULY 26
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<b>Do At-Risk, Minority, and Bilingual Kindergartners Have Access to the Equal Education Resources?</b>	<b>State</b>
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### Session VI-A

**Thursday, July 26, 11:00-12:00**

*William Fowler*, National Center for Education Statistics

*Satoshi Watanabe*, American Institutes for Research

*Molly Soule*, Education Statistics Services Institute

This study utilized an NCES-sponsored longitudinal study of kindergarten children to examine the equality of educational resources and learning environments provided to public school kindergarten students. The results suggest that teacher qualifications and school facilities in schools with high concentrations of racial/ethnic minority, Title I, and bilingual students are not of the same quality of education as that of other kindergartners. Teacher compensation, however, is similar. It is hoped that these preliminary findings will encourage other researchers to more fully examine the resource issues that are highlighted by this paper.

<b>Using OLAP Technology to Create Web-Based Interactive Reports</b>
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<b>New York</b>
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### Session VI-B

**Thursday, July 26, 11:00-12:00**

*Steve Gabrielson and Levette Williams*, Georgia Department of Education

The Georgia Department of Education has begun constructing Web-based interactive reports that contain multiple years of data pertaining to education. These interactive reports, which use On Line Analytical Processing technology, enable users to construct customized tables and graphs by selecting the variables to include. Once the initial report is constructed, users can then alter its dimensions by either choosing new variables or drilling into the data to alter the level of detail. The longitudinal nature of the data allows comparisons of trends in variables across schools and school systems. This session will feature a demonstration of these interactive reports.

## Session Descriptions

<b>THURSDAY, JULY 26, 2001</b>
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<b>Beyond The School Report Card: Building the Education Information Resource</b>
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<b>Rhode Island</b>
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### **Session VI-C**

**Thursday, July 26, 11:00-12:00**

*David Joseph*, New Jersey State Department of Education  
*Glynn Ligon*, Evaluation Software Publishing

The Web-based Education Information Resource (EIR) is the next evolution in New Jersey's School Report Card (NJSRC). EIR responds to the information needs of all education stakeholders. NJSRC has met its original purpose of enabling districts to print their own report cards. The next challenge/opportunity is migrating to a multi-purpose system that supports targeted query and statistical analysis. No other change will be more important in realizing the full potential of the NJSRC as an agent of accountability and school improvement. The NJSRC/EIR demonstration will be accompanied by a discussion of experiences and lessons learned along the way.

<b>The GED Waiver Program</b>
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<b>Pennsylvania</b>
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### **Session VI-D**

**Thursday, July 26, 11:00-12:00**

*Joan Auchter*, American Council on Education

Up until now, individuals who were enrolled in high school were not allowed to take the General Education Development Test (GED). The program was open only to those who had dropped out of school. The GED Testing Service recently introduced a Waiver Program that allows students enrolled in school to take the test. This session will give an overview of the Waiver Program, its initial results, and plans for the future.

## Session Descriptions

<b>THURSDAY, JULY 26, 2001</b>
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<b>A Pioneering Partnership: Pennsylvania and Michigan with Standard &amp; Poor's</b>
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<b>South Carolina</b>
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### **Session VI-E**

**Thursday, July 26, 11:00-12:00**

*Sheri Rowe*, Pennsylvania Department of Education

*Madhu Anderson*, Center for Educational Performance and Information

*Jonathan Jacobson*, Standard & Poor's

Forming an unprecedented partnership, the Commonwealth of Pennsylvania and the State of Michigan are working with the independent analytical expertise of Standard & Poor's through its new School Evaluation Services. This Internet-based diagnostic tool synthesizes a broad array of public data on academic, financial, learning environment, and socioeconomic indicators into an easily understood presentation that analyzes individual school district's strengths, challenges, and risks, as well as statewide insights and trends. It will change the way we talk about educational performance.

<b>NCES Webapalooza: The Summer Tour</b>
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<b>Virginia</b>
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### **Session VI-F**

**Thursday, July 26, 11:00-12:00**

*Gerald Malitz*, National Center for Education Statistics

The NCES Web site has been around for several years and it continues to grow and show real staying power. What are the ingredients in its recipe for success? What's new and in store for the future? Come check out the opening show in this summer's most anticipated tour.



## Session Descriptions

THURSDAY, JULY 26, 2001
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CONCURRENT SESSION VII: THURSDAY, JULY 26
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Getting the Biggest Bang for the Educational Buck
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State
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### Session VII-A

**Thursday, July 26, 1:30-2:30**

*Anthony Rolle*, North Carolina State University

The inconsistent analytical results generated by the examination of educational finance issues when using traditional economic assumptions—a relationship where financial inputs are assumed to be minimized while desired outputs are maximized—leaves a number of important questions about the nature, productivity, and efficiency of public school districts unanswered. Within the traditional economic framework, public school districts generally are labeled as economically inefficient organizations. These assertions are supported primarily by the absence of strong production function relationships. Little is known, though, about the efficiency of educational organizations when examined outside of the traditional cost-minimization framework. Consequently, the purpose of this research is to contribute to our knowledge about the efficiency of public schools by examining empirically W. A. Niskanen's budget-maximizing bureaucratic behavior. Specifically, this research examines public school districts to determine if they act as budget-maximizing bureaucracies; and if so, examine whether these school corporations produce educational outcomes in a manner that is economically inefficient.

Helping Parents Get the School Information They Need
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New York
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### Session VII-B

**Thursday, July 26, 1:30-2:30**

*Blake Thompson and Victoria Thorp*, GreatSchools.net

*Kelly Powell*, Arizona Department of Education

In Arizona, the proliferation of charter schools and a broad open enrollment policy have turned parents into school “consumers,” who are shopping actively for schools and looking for information that will help them choose the right school. To respond to the changing needs of parents, the Arizona Department of Education (ADE) is working with GreatSchools.net, a nonprofit organization, to distribute school information to parents through a free, consumer-oriented, interactive Web site. In this session, representatives from the ADE and GreatSchools.net will explain how this partnership works and explore how it could be successful in other states.

## Session Descriptions

THURSDAY, JULY 26, 2001
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California's Academic Performance Index (API): Some Statistical Issues
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Rhode Island
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### Session VII-C

Thursday, July 26, 1:30-2:30

*Eric Crane*, California Department of Education

This session will present California's Academic Performance Index (API), the cornerstone of the state's public schools accountability program. Following an overview of the index, its history, and uses, some of the statistical issues regarding: (1) determination of similar schools; and (2) addition of new components will be discussed.

Current Developments in Student Privacy
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Pennsylvania
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### Session VII-D

Thursday, July 26, 1:30-2:30

*Ellen Campbell*, U.S. Department of Education

The Family Educational Rights and Privacy Act (FERPA) is the federal law that provides parents with certain privacy rights that relate to their children's education records, including the right to access information about their children and the right to consent to disclosure of information from the records. This session discusses recent court decisions that affect FERPA, the relationship between FERPA and other recently enacted federal privacy laws, and an update on changes made to FERPA and rulings issued by the Family Policy Compliance Office.

## Session Descriptions

THURSDAY, JULY 26, 2001
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<b>The Cost of Class Size Reduction: Advice for Policy Makers</b>
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<b>South Carolina</b>
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### **Session VII-E**

**Thursday, July 26, 1:30-2:30**

*Robert Reichardt*, Mid-continent Research for Education and Learning

Class Size Reduction (CSR) receives wide support among practitioners and parents. It is a simple, easy way to communicate policy that intuitively makes sense. This paper reports on the results of a simulation to examine the relationships between state level policy choices and school level costs. The simulation was used to produce the four “rules of thumb” for estimating the school level costs of CSR. The ability of the “rules of thumb” and three other reimbursement strategies to match the actual cost of CSR were compared and analyzed. This comparison highlights how a “one size fits all” reimbursement scheme, like the one used in California, is least likely to reimburse the actual costs of CSR.

<b>Why is the Texas Dropout Rate So Low?</b>
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<b>Virginia</b>
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### **Session VII-F**

**Thursday, July 26, 1:30-2:30**

*Nancy Stevens*, Texas Education Agency

Dropout rates published by the Texas Education Agency, a key component of the state’s accountability system, have been sharply criticized in recent years for understating the problem of dropouts in Texas. This session will address the three areas in which the dropout rate has been criticized—dropout definition, dropout rate calculation, and data quality—and how decisions in each area affect the dropout rate. Our effort to comply with the National Center for Education Statistics Common Core of Data dropout reporting instructions will be discussed.

## Session Descriptions

THURSDAY, JULY 26, 2001
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CONCURRENT SESSION VIII: THURSDAY, JULY 26
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<b>The Housing Market Effects of School Report Cards</b>
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<b>State</b>
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### **Session VIII-A**

**Thursday, July 26, 2:45-3:45**

*David Figlio*, University of Florida

This paper explores the degree to which housing markets respond to the new information associated with school report cards. Using detailed, house-level panel data on every real estate transaction in the Gainesville, Florida, metropolitan area from 1995-2000, the paper focuses on the “information shock” that came from the state initially grading schools in 1999. The paper finds large, significant effects of school report card grades, independent of test score effects, on house prices.

<b>Bringing Standards, Data, Knowledge, and Resources Together Usefully to Accelerate School Improvement (Really!)</b>
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<b>New York</b>
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### **Session VIII-B**

**Thursday, July 26, 2:45-3:45**

*Arie van der Ploeg*, North Central Regional Educational Laboratory

*Dan Robinson*, Sligo Computer Services

*Alane Hartley*, Understanding Articulation Quality Assurance

For schools to improve, they need to recognize there is room for improvement and improvement is feasible. Then, they must be able to find, adapt, or build solutions. These solutions must “fit” locally and they must prove to work locally. This requires new lenses for new capacities in local staff. We will show Illinois, Indiana, Maryland, Minnesota, and Wisconsin Web sites that represent student performance and school characteristic data simply, understandably, and meaningfully, that link performance gaps to knowledge about solutions and resources; and that provide resources to support improvement processes. Use of these tools minimizes unnecessary local technical learning, permitting a focus on diagnosis, solution-finding, and decision-making. These systems are growing in statistical and psychometric sophistication but retain simple question-driven approaches and displays.

## Session Descriptions

THURSDAY, JULY 26, 2001
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Cancelled
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Rhode Island
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Evaluating School Voucher Experiments: The Case of Washington, DC
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Pennsylvania
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### Session VIII-D

Thursday, July 26, 2:45-3:45

*Patrick Wolf*, Georgetown University

This paper describes the effects of privately funded partial-tuition school vouchers on the DC students who use them. The data were generated by a randomized field trial. Voucher recipients were selected by lottery and, therefore, are comparable to the control group of students who did not receive a voucher. We find that voucher students perform better on achievement tests and are more satisfied with their schools than are comparable students who remain in public school. We also find that parents of voucher students are more satisfied with their child's school than are the parents of the students in the control group.

Oregon's Quality Education Model
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South Carolina
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### Session VIII-E

Thursday, July 26, 2:45-3:45

*Doug Kosty*, KPMG

*Brian Reeder*, Oregon Department of Education

The Oregon Quality Education Model (QEM) was created to assist lawmakers in establishing the costs of providing the education programs necessary for Oregon's children to meet the goals of the Education Act of the 21<sup>st</sup> Century. The QEM, supported by data received from Oregon's Database Initiative Project, links funding and student achievement to improve Oregon's K-12 public education system.

This session will demonstrate how On-Line Analytical Processing (OLAP) tools from the Database Initiative Project support the QEM and will provide information on the structure of the QEM and how it can be used as a budget tool for policy makers.

## Session Descriptions

THURSDAY, JULY 26, 2001
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Using Student Level Data in Dropout Prevention
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Virginia
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### Session VIII-F

Thursday, July 26, 2:45-3:45

*Robert Jones*, Oregon Department of Education

Dropout data collected at the school level tend to measure just the magnitude of the problem. A student level collection yields data that describe the characteristics of dropouts in fine detail, with possibilities for cross-tabulation, and can be used to directly influence dropout prevention policy at both the school and state level.

You will see what kind of student-level data can be collected, a demonstration of how this information can be collected by a state agency (using Oregon's Web-based reporting system as a model) and how the data are used to make profiles of dropouts available to policymakers.

CONCURRENT SESSION IX: THURSDAY, JULY 26
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Social Promotion and Grade Retention: What Are the Costs and Benefits?
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State
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### Session IX-A

Thursday, July 26, 4:00-5:00

*Dan Goldhaber*, The Urban Institute  
*Eric Eide*, RAND

Grade retention is a common practice used when students fail to meet required benchmarks. Given this, it is important that we understand the relative benefits and costs associated with students repeating a grade. In this paper, we have undertaken an analysis of the costs and benefits of grade retention. In our examination of retention, we obtain our calculations of the costs and benefits under a variety of assumptions and detail a broad spectrum of estimates. There is an assortment of potential economic and psychological consequences linked with holding a student back. Here we focus exclusively on the economic consequences of retention, building a framework for analyzing the societal implication of retention. Using this framework, we present rough estimates of what the benefits of retention would have to be in order to make grade retention a cost-effective practice.

## Session Descriptions

THURSDAY, JULY 26, 2001
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From Data Warehouse to Academic Intervention: It's Real
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New York
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### Session IX-B

Thursday, July 26, 4:00-5:00

*Ronald Streeter and Shawn Bay, eScholar*  
*Anne Marie Tryjankowski, Buffalo Public Schools*

A major focus of the Buffalo (NY) Public Schools is to use data to identify root causes and determine district-wide strategies, as addressed in the district's Comprehensive District Education Plan. Schools, in turn, develop their Comprehensive School Education Plans in a similar fashion. Because the use of data should ultimately affect instruction, departmental staff conduct a series of work sessions designed to assist in the process of data analysis and interpretation. Student demographics, assessments including test item responses, and attendance data are being used to assist schools in the development of academic intervention plans required by state regulations. These plans prescribe intervention services for students who are in danger of not meeting state academic standards. The district has begun using a standards based data warehouse/decision support system called eScholar that enables the district to gain insights from existing data. This session will provide an introduction to the eScholar data warehouse and demonstrate how it is being used for academic intervention planning in Buffalo Public Schools.

Cancelled
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Rhode Island
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OCIO Enterprise Information Management Activities: Round Two
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South Carolina
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### Session IX-D

Thursday, July 26, 4:00-5:00

*Arthur Graham, U.S. Department of Education*  
*Barbara Clements and Glynn Ligon, Evaluation Software Publishing*

The U.S. Department of Education's Office of the Chief Information Officer is conducting a second year of activities to learn more about components of effective education decision support systems, and to promote more efficient data collection and reporting in USED. This session will provide an overview of what has been learned and a description of upcoming activities. Models of data collection and sharing activities will be presented, as well as the Salsa Granularity Scale.





## Session Descriptions

FRIDAY, JULY 27, 2001
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CONCURRENT SESSION X: FRIDAY, JULY 27
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<b>Assessing the Financial Condition of Public School Districts: Some Tools of the Trade</b>
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<b>State</b>
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### **Session X-A**

**Friday, July 27, 8:30-9:30**

*Dean Michael Mead, Governmental Accounting Standards Board*

The financial condition of a school district may be defined as its ability to meet obligations as they come due and to finance the services its constituency requires. Perhaps the most important sources of information upon which to judge a district's financial condition are its annual financial statements. This paper examines how financial statement information may be used to assess the various aspects of financial condition, including liquidity, solvency, risk and exposure, and fiscal capacity. This examination encompasses the dramatic changes taking place in school district financial statements as a result of GASB Statement 34.

<b>Appropriate Protection for Data Collections and the Technology Tools that "Make Data Work"</b>
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<b>New York</b>
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### **Session X-B**

**Friday, July 27, 8:30-9:30**

*Dennis Carey, Oregon State University*

Data collections and the technology tools that "Make Data Work" are valuable assets of your organization. Comprehensive planning for the protection of these assets, Business Continuation Planning or Disaster Recovery Planning, can be very expensive and time consuming. This session will look at the process of Business Continuation Planning and the critical role that an appropriate level of risk assessment and planning can play in protecting data assets that support program and policy development. The session will examine the planning methodology used by Oregon State University's Central Computing Services, and provide references to assist organizations in developing Business Continuation Plans appropriate to their organizational needs.

## Session Descriptions

FRIDAY, JULY 27, 2001
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<b>The Nexus Between School and Municipal Boundaries: Fiscal Connections</b>
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<b>Rhode Island</b>
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### **Session X-C**

**Friday, July 27, 8:30-9:30**

*Seymour Sacks*, Consultant to U.S. Department of Housing and Urban Development  
*George Palumbo*, Canisius College

The geographical classification system as developed by NCES is used by the major providers of school agency information such as QED, MDR, and Patterson's as well as by state and local governmental policy makers. Academic researchers also make major use of this information. There are several interrelated shortcomings of NCES' classification system when applied to "municipal" areas. There is a failure to recognize the effect of different organizational structures, the mechanical use of zip codes to locate administrative headquarters, and the presumption that location and allocation are equivalent. When school district boundaries are not coterminous with municipal boundaries, it leads to a serious misrepresentation of the level of school agency fiscal activity within central city boundaries.

In a project undertaken for HUD, covering the major metropolitan areas in all 50 states, a comprehensive analysis was undertaken of the fiscal behavior of schools, and all other local governments of 228 cities within 97 metropolitan areas. The indication is that outside of the Northeast, non-coterminality is now the dominant fiscal character.

The complex nature of these relationships will be shown on an organizational basis within cities, states and regions.

<b>NAEP Web Redesigned! Feedback Needed</b>
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<b>Pennsylvania</b>
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### **Session X-D**

**Friday, July 27, 8:30-9:30**

*Nada Ballator and Emily Diggins*, Education Statistics Services Institute

NAEP needs your feedback! After redesigning the Web site in April, NAEP continues to improve its Web tools to deliver data and sample questions with student responses and scoring guides. With the release this summer of the NAEP 2000 mathematics results, NAEP will be introducing a new tool that will make data easily available to all. NAEP needs to know what you need from the NAEP site. There will be a demonstration of the site, with participant feedback and questions throughout the session. This is also a good opportunity to ask general questions about NAEP.

## Session Descriptions

**FRIDAY, JULY 27, 2001**

**Defining the Missing Link of Education Data: The Formation of the  
NCES Institutional Handbook**

**South Carolina**

### **Session X-E**

**Friday, July 27, 8:30-9:30**

*Oona Cheung and Jinhee Lee, Council of Chief State School Officers*

*Barbara Clements, Evaluation Software Publishing*

*Beth Young, National Center for Education Statistics*

There has been much progress to standardize definitions for student, staff, finance, and facilities data. In order to complete the picture of education data, data definitions on education institutions must also be standardized. The new Institution Handbook is an integral link that brings together student, staff, finance, and facilities information to create better data about the condition of education. During this session, a list of potential categories and data elements will be presented, followed by a discussion on how to piece together this information in the scheme of the big data puzzle.

**Data Exchange Among Educational Stakeholders in the K-12  
Environment, Part I**

**Virginia**

### **Session X-F**

**Friday, July 27, 8:30-9:30**

*Rob Bowell, PricewaterhouseCoopers (PwC)*

*Brenda Barker, Wake County Public Schools*

*Archie Cowan, North Carolina Department of Public Instruction (NC DPI)*

North Carolina's legacy reporting mechanism for student information involved data diskettes, sneaker net and an eventual load into a consolidated proprietary database at the district and then state level. Customized reports were required to produce information from multiple data sources. The timing of each data collection was not conducive to cross-application data sharing.

PwC has worked with NC DPI and the NC K-12 school districts to develop the *Window of Information for Student Education (WISE)* that allows communication, reporting, and data exchange from school to school, district to district, and district to state education agencies, including higher education. Specifically, the WISE Solution provides:

- The seamless transfer of student records from one school district to another.
- An integrated student information system that links teaching in the classroom with the overall school operations and performance.
- An automated approval process that moves reporting data electronically and seamless from the school, to the school district, and to the state.

- An electronic data interchange (EDI) solution that facilitates requests for student transcripts from higher education institutions to K-12 schools and the transmission of transcripts to the higher education institutions.
- An educational data warehouse that allows K-12 organizations to query and perform measurements of student progress and school performance.

<b>CONCURRENT SESSION XI: FRIDAY, JULY 27</b>
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<b>Online Access to State Finance Formulas and District Expenditures</b>	<b>State</b>
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**Session XI-A**

**Friday, July 27, 9:45-10:45**

*Stephen Smith, National Conference of State Legislatures*

The National Conference of State Legislature's (NCSL), National Center on Education Finance (NCEF) is in the process of creating a Web-enabled searchable database on state school finance formulas and district expenditures. The Web site will have the most current school finance formulas used in each state along with the most up-to-date expenditures. Users will be allowed to search on a number of criteria or at the individual state level. Steve Smith (Manager of the NCEF) will provide a demonstration of the new system.

<b>The Condition of Education, 2001</b>	<b>New York</b>
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**Session XI-B**

**Friday, July 27, 9:45-10:45**

*John Wirt and Patrick Rooney, National Center for Education Statistics*

*Stephen Provasnik and Satoshi Watanabe, American Institutes for Research*

The Condition of Education, 2001, has recently been released. It summarizes important developments and trends in education using the latest available data from NCES and other sources. The volume includes a special focus essay on first-generation students in postsecondary education and indicator sections on: (1) participation in education, (2) learner outcomes, (3) student effort and academic progress, (4) the quality of elementary/secondary school environments, (5) contexts of postsecondary education, and (6) societal support of education. In this session, the editor of the report and section leaders will review some of the key indicators and answer questions.

## Session Descriptions

<b>FRIDAY, JULY 27, 2001</b>
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<b>ONLINE Data Extractor for Common Core of Data</b>
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<b>Rhode Island</b>
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### **Session XI-C**

**Friday, July 27, 9:45-10:45**

*Carl Schmitt and John Sietsema, National Center for Education Statistics*

The CCD Online Data Extractor will provide public access to the most currently available school and school district data in the tabular detail of choice. This presentation will demonstrate how the online CCD Data Extractor makes it possible to obtain CCD data tabulations to meet special needs that cannot be met through the normally available tabulations.

<b>Turning Data into Information</b>
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<b>Pennsylvania</b>
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### **Session XI-D**

**Friday, July 27, 9:45-10:45**

*John Thompson, Buffalo State College*

Learn how educational leaders can turn educational data into usable information. What good does it do to generate more data if previous data remain unused? Answers (and some questions) to critical educational issues lie in the data. However, if those in decision-making roles (teachers, principals, superintendents) do not have the requisite skills or the time, data do not make the critical transformation into information. The potential end-users of such data need specialized training and motivation to deal with educational reports replete with data. Learn why local educators do not use data and what simple measures can turn data into useful information.

## Session Descriptions

<b>FRIDAY, JULY 27, 2001</b>
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<b>The Virginia Car Tax Elimination: An Analysis of a Campaign Promise</b>
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<b>South Carolina</b>
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**Session XI-E**

**Friday, July 27, 9:45-10:45**

*Richard Salmon, Virginia Tech University*

During the Virginia gubernatorial election of 1998, the Republican candidate, James Gilmore, first introduced an election promise to eliminate the local personal property tax on motor vehicles. Later, a somewhat less enthusiastic Democratic candidate, Donald Byer, also agreed to phase-out the “car tax.” Ultimately, Republican James Gilmore, was elected Governor of the Commonwealth.

The purpose of this paper is to trace the campaign, legislation, implementation, and fiscal effects of the massive tax reduction on both state and local agencies, with particular attention paid to its effect on public elementary and secondary schools and higher education institutions.

<b>Data Exchange Among Educational Stakeholders in the K-12 Environment, Part II</b>
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<b>Virginia</b>
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**Session XI-F**

**Friday, July 27, 9:45-10:45**

**See Session Description X-F**



# **STATS-DC 2001**

MAKING DATA WORK

## **Summer Data Conference Topical Index to Sessions**

**Washington, DC  
July 25-27, 2001**

**National Center for Education Statistics  
Office of Educational Research and Improvement  
U.S. Department of Education**







# STATS-DC 2001

## MAKING DATA WORK

### Summer Data Conference

#### Topical Index to Sessions

KEY WORD	SESSION	ROOM
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<b>Accountability Systems</b>	I	Pennsylvania
	IV	Pennsylvania
	VI	Rhode Island
	VI	South Carolina
	VIII	State

<b>Assessment, Student</b>	I	Rhode Island
	II	Pennsylvania
	II	South Carolina
	III	Rhode Island

<b>Census Data</b>	I-II	New York
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<b>Charter Schools</b>	VII	New York
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<b>Class Size Reduction</b>	VII	South Carolina
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<b>Common Core of Data</b>	III	State
	IV	Rhode Island
	V	Rhode Island

<b>Condition of Education</b>	XI	New York
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<b>Data Coordination</b>	IV	New York
	V	New York
	IX	South Carolina

<b>Data Handbooks</b>	III	Senate
	X	South Carolina

<b>Data Protection</b>	X	New York
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<b>Data Standards</b>	IV	New York
	X-XI	Virginia

KEY WORD	SESSION	ROOM
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<b>Data Use</b>	I	Pennsylvania
	II	State
	VI	South Carolina
	VIII	New York
	VIII	State
	IX	New York
	XI	Pennsylvania

<b>Decision Support</b>	VIII	South Carolina
	IX	New York
	IX	South Carolina

<b>Dropouts</b>	VII	Virginia
	VIII	Virginia

<b>English Language Learners</b>	I	Rhode Island
	VI	State

<b>Finance</b>	I	State
	II	State
	III	Senate
	V	Rhode Island
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	VII	State
	IX	State
	X	State
	XI	South Carolina
	XI	State

<b>Fiscal Adequacy</b>	I	State
	IV	State
	V	State

<b>Fiscal Behavior</b>	X	Rhode Island
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KEY WORD	SESSION	ROOM
<b>Fiscal Efficiency</b>	VII	State
<b>Fiscal Equity</b>	IV	State
	VI	State
<b>GASB</b>	X	State
<b>Interactive Reporting</b>	II	Rhode Island
	VI	New York
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<b>Mapping</b>	II	Rhode Island
<b>National Assessment of Educational Progress</b>	II	Pennsylvania
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<b>Retention (Nonpromotion)</b>	IX	State
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<b>Poverty Data</b>	V	Virginia
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KEY WORD	SESSION	ROOM
<b>Schools and Staffing Survey</b>	I-II	Senate
<b>Schools Interoperability Framework</b>	IV	New York
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<b>Student Identifiers</b>	I	South Carolina
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<b>Title I Allocations</b>	V	Virginia
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	X	Pennsylvania



# **STATS-DC 2001**

MAKING DATA WORK

## **National Center for Education Statistics and Summer Data Conference Participant List**

**Washington, DC  
July 25-27, 2001**

**National Center for Education Statistics  
Office of Educational Research and Improvement  
U.S. Department of Education**



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